

Third Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Knowledge) | 3.W.1.1 Students can write statements, questions, commands, and exclamations. |
| (Application) | 3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph. |
| (Application) | 3.W.1.3 Students can write a paragraph using supporting details. |
| (Application) | 3.W.1.4 Students can write a friendly letter, thank you notes, and invitations. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Knowledge) | 3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. |
| (Application) | 3.W.2.2 Students can use commas when writing dates, city and state, and items in a series. |
| (Application) | 3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences. |
| (Application) | 3.W.2.4 Students can identify and incorporate interjections in the writing process. |

**Third Grade Writing
Performance Descriptors**

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| Advanced | Third grade students performing at the advanced level: <ul style="list-style-type: none">• compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporating questions, commands, statements and/or exclamations;• write friendly letters, thank you notes, invitations, letter to the editor or principal;• capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people;• use commas in dates; city and state; and items in a series; and quotation marks in dialogue;• write legibly in cursive with proper spacing in a paragraph;• write a paragraph using multiple interjections. |
| Proficient | Third grade students performing at the proficient level: <ul style="list-style-type: none">• write statements, questions, commands, and exclamations;• identify a topic sentence, supporting details, and a conclusion in a paragraph;• write a paragraph using supporting details;• write a friendly letter, thank you notes, and invitations;• capitalize geographical names, holidays, special events, titles of books and stories, and titles of people;• use commas when writing dates, city and state, and items in a series;• write in manuscript and/or cursive with proper spacing of words and sentences;• identify and incorporate interjections in the writing process. |
| Basic | Third grade students performing at the basic level: <ul style="list-style-type: none">• write a statement and a question;• write three sentences about a topic;• write friendly letters, thank you notes, or invitations with proper capitalization and punctuation with assistance;• write in manuscript with proper spacing. |

Fourth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Synthesis) | 4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature. |
| (Synthesis) | 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections. |
| (Synthesis) | 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. |
| (Application) | 4.W.2.2 Students can identify and incorporate nouns in the writing process. |

**Fourth Grade Writing
Performance Descriptors**

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|-------------------|---|
| Advanced | Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• compose a narrative and descriptive text with multiple paragraphs that include topic sentences, supporting details, and conclusions;• use capitalization and punctuation consistently in their writing;• use parts of speech correctly in writing a paragraph;• create a paragraph by using descriptive words to describe, explain, provide details, and make connections. |
| Proficient | Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• express ideas, personal thoughts, and observations in response to literature;• create sentences by using words that describe, explain, or provide additional details and connections;• compose a narrative paragraph with a topic sentence, supporting details, and a conclusion;• capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations;• identify and incorporate nouns in the writing process. |
| Basic | Fourth grade students performing at the basic level: <ul style="list-style-type: none">• write a paragraph to explain or describe a topic;• identify common and proper nouns (geographical names, holidays, special events, book titles and titles of people). |

Fifth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | 5.W.1.1 Students can compose narrative, and descriptive text of one paragraph. |
| (Synthesis) | 5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Application) | 5.W.2.1 Students can punctuate and capitalize text including dialogue. |
| (Synthesis) | 5.W.2.2 Students can identify and incorporate verbs in the writing process. |

**Fifth Grade Writing
Performance Descriptors**

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| Advanced | Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• compose narrative and descriptive text with three or more paragraphs;• compare and contrast readers' responses to text through writing;• punctuate, capitalize and indent text, including dialogue in a paragraph;• identify and explain use of verbs in the writing process. |
| Proficient | Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• compose narrative, descriptive, expository, and persuasive text of one paragraph;• express ideas; reflect on personal thoughts, opinions and observations; and response to literature through writing;• punctuate and capitalize text including dialogue;• identify and incorporate verbs in the writing process. |
| Basic | Fifth grade students performing at the basic level: <ul style="list-style-type: none">• compose a personal narrative using a topic sentence, supporting details and a conclusion;• writes personal thoughts in response to text;• punctuate and capitalize a simple sentence containing dialogue;• identify verbs. |

Writing

Indicator 1: Students can apply the writing process to compose text.

| 3 rd Grade | 4 th Grade | 5 th Grade |
|---|---|---|
| 3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations. | 4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature. | 5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph. |
| 3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph. | 4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections. | 5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. |
| 3.W.1.3 (Application) Students can write a paragraph using supporting details. | 4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. | |
| 3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations. | | |

Indicator 2: Students can apply Standard English conventions in their writing.

| 3 rd Grade | 4 th Grade | 5 th Grade |
|--|---|---|
| 3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. | 4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. | 5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue. |
| 3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series. | 4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process. | 5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process. |
| 3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences. | | |
| 3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process. | | |

